

## Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

Your Name	Tyler Creasy
What is the performance task for your unit?	The New York Times is looking for a journalist for their new online newspaper, The New York Reflections. The Editor and board of directors are looking for someone who can really reflect on the larger issues in the world today. The application process is a reflective article that needs to be on the Holocaust (what happened, people involved, etc.) and how the Holocaust and similar events can happen in modern society. They are looking for several examples that have been reflected on in deep ways. There are a lot of other journalists vying for this same position, so make sure that you do the best job you can and be as creative as possible. The article has to be done online with pictures of the people or places, videos on people or places, audio tracks from the time or from today, maps of the area. Articles without proper citation will not count and therefore will not be read or judged. The author with the best online reflective article, with everything the board of directors and the Editor have asked for (audio files, videos, images, maps and on the Holocaust and how an event like this could happen in modern society), will get the position as the journalist for the new online newspaper, The New York Reflections.

What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	Weebly- Required Movie maker- optional Garage Band- optional
Lesson # in which students will create the performance task	6

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Students will just need to know how to plan and fill out an outline.	<a href="http://www.dummies.com/how-to/content/how-to-build-an-outline-for-a-new-website.html">http://www.dummies.com/how-to/content/how-to-build-an-outline-for-a-new-website.html</a>	I am going to show them briefly on how to make an outline in many of my lessons and have them fill them out to practice planning using different versions and for different projects.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Searching for graphics	<a href="http://www.yola.com/blog/choosing-the-right-image-for-your-website/">http://www.yola.com/blog/choosing-the-right-image-for-your-website/</a>	Students will need to find images for other projects.
copyright	<a href="http://en.wikipedia.org/wiki/Copyright">http://en.wikipedia.org/wiki/Copyright</a>	Students will be finding information and graphics for other projects along the unit.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
none	Weebly has it all	Students will be doing this for many projects.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
none	Weebly has it while making site.	Making an example website with the class

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
N/A. For weebly you just need to hit the publish button.		